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Editor's Preface

The fourth number of *The New Educational Review* in 2017 is the fiftieth issue of our journal since the start of its foundation in 2003. In this issue there are mainly papers from: Australia, the Czech Republic, Indonesia, Iran, Jordan, Kuwait, Lithuania, Malaysia, Poland, Russia, the Slovak Republic, Slovenia, South Africa, South Korea, Spain, Ukraine, and the USA, because our journal is open for presentation of scientific papers from all over the world.

In the present issue, the International Editors' Board have proposed the following subject sessions: Social Pedagogy, General Didactics, Pedeutology, Chronicle, and Review.

In the subject session "Social Pedagogy" we publish nine articles. The goal of the study by Ingrid Emmerová and Jana Kohútková is to determine a statistically significant relationship between the forms of aggressive behaviour and the age of teachers and the length of their teaching experience. The paper by Rajka Bračun Sova is a Central European contribution to the current knowledge of Erasmus students' motivation. The aim of the paper by Petro Kendzor and Larysa Kolesnyk is to present the results of sociological research into socio-psychological needs of school-age children, displaced from the Anti-Terrorist Operation Zone in Ukraine. Somaye Bikar, Afsaneh Marziyeh and Abdulwahab Pourghaz discuss the relationship between affective structures and academic burnout among male and female third grade high school students in Zahedan (Iran). The goal of the research by Krystyna Nowak-Fabrykowski, Monika Wiśniewska-Kin, and Anastasia Bristley is to analyse children's understanding of the concept of friendship by investigating symbolic representations in drawing and metaphoric expression in language. In their article, Mahtab Pouratashi and Asghar Zamani investigate the relationship between personality traits and education-research performance of faculty members. The research material described by Maria Świątkiewicz-Mośny and Katarzyna Kowalczevska-Grabowska allows for formulating guidelines for the educational and preventive treatment programs against cancer addressed to young

people and their parents. The Polish-Slovak scientific team: Stanisław Juszczak, Mária Karasová, Alojz Kostelanský, Zuzana Chanasová, Miriam Uhrinová, and Mária Vargová examines media education performed in formal and non-formal ways among young school-aged children in Slovakia, as part of VEGA project No. 1/0913/15. The goal of the study by Anna Brosch is to determine preferences concerning Facebook usage by university students in Poland and the Czech Republic regarding their gender, age and nationality.

In the subject session “General Didactics” we publish seven articles. The research by Baskoro Adi Prayinto and Suciati aims to examine the strategy effectiveness of the Integrating Inquiry-based learning and Student Teams Achievement Division compared to other strategies: Inquiry, Student Teams Achievement Division, and conventional learning, in order to narrow Upper Academic Ability and Lower Academic Ability science students’ learning outcome gap. The use of Team Based Learning as an instructional strategy in undergraduate health science curricula has been identified by Bens Pardamean et al. as a way to improve student learning outcomes. To derive a more effective educational method, racial differences among Chinese students in learning Korean culture were investigated by Hyoung-Jin Moon, Jong-ho Nam and Yongdeog Kim. The aim of the article by Katarzyna Krason is to present a strategy of the educational use of art in primary school grades 1-3. The article by Ewa Ogrodzka-Mazur, Anna Szafrńska, Josef Malach, and Milan Chmura is a result of the collaboration between Polish and Czech scientists, who explore the issues of applying resources from the e-learning environment by academic teachers. In her article, Sanja Bauk considers challenges of moving education into Cloud under the conditions of digital divide. In her paper, Dita Culková examines the sensation seeking tendency and learning style of grammar school students with extended physical education and sports training.

In the subject session “Pedagogy” we publish two articles. The aim of the study presented by M.D. Díaz-Noguera, P. Toledo-Morales, and C. Hervás-Gómez is to identify the attitudes of future teachers (in pre-service teacher education) toward Augmented Reality applications. In her paper, Monika Frania explores, compares, and describes the level of knowledge on selected issues concerning safety in cyberspace among people preparing for the profession of a pedagogue and a teacher, and presents opinions of the examined persons on their attitudes towards the broadly understood media.

In the subject session “Chronicle” we publish information on the 5th International Asian Congress, which will be held in Toruń (Poland), on May 10–11, 2018.

We hope that this edition, like previous ones, will encourage new readers not only from the Central European countries to participate in an open international discussion. On behalf of the International Editors’ Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*, according to the formal as well as essential requirements placed on our website: www.educationalrev.us.edu.pl – For Authors.